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A Suggested Procedure for Developing a Handbook in an Elementary School

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A SUGGESTED PROCEDURE FOR
DEVELOPING A HANDBOOK
IN AN ELEMENTARY SCHOOL

by

Charles Nottingham Moore

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF THE
COLLEGE OF WILLIAM AND MARY
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1950

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Purpose of the study	1
Setting of the study	2
Method of the study	4
Organization of this report	10
II. PURPOSE OF THE HANDBOOK AND ESTABLISHMENT OF CRITERIA	12
Committee on Purposes of Handbook	12
Committee on Criteria of Handbook	14
III. DESCRIPTION OF PROCEDURE IN DEVELOPING HANDBOOK	24
Committee on Content	25
Committee on Physical Form	32
Committee on Assembling Information	34
IV. APPRAISAL OF THE HANDBOOK	37
Evaluation by teachers	37
Appraisal on basis of selected criteria	42
V. CONCLUSIONS AND RECOMMENDATIONS	47
Conclusions	47
Recommendations	50
BIBLIOGRAPHY	52
APPENDIX (Handbook)	54

LIST OF TABLE

TABLE	PAGE
I. SHOWING THE APPRAISAL BY THE TEACHERS OF TWENTY-ONE LISTED CHARACTERISTICS OF THE HANDBOOK	39

CHAPTER I

INTRODUCTION

According to the current concept of a teacher's handbook it includes pertinent information useful to teachers in a particular school situation and descriptions of procedures applying to individual school needs. The content deals largely with administrative practices in relation to which teacher and administrative officers are attempting to reduce and simplify routine. The type and character of the practices described depend to a large extent upon the size of the school. The content of a handbook may range from verbatim statements of rules and regulations of the board of education and the superintendent, through suggested methods of teaching, to interpretations of school policies.

During the past five years, the teacher turnover in the elementary school in which this study took place has been from 30% to 60% each year. This condition was the primary reason for the faculty's decision to developing a handbook containing appropriate information and accepted procedures.

THE PURPOSE OF THE STUDY

The specific purpose of this study is to develop a

a handbook that will contribute to a unified point of view among the teachers of the school in which this study takes place. This handbook should contribute to a unified point of view by putting directions into consolidated written form and explaining the procedure of the school so that they would be available to all teachers for reference in connection with the questions that constantly arise.

Without such a source the teacher is left to his or her own devices to secure the information which he needs, and some teachers are slow in recognizing this information or are unresourceful in securing it. A handbook, therefore, with well chosen content, clearly written, well organized and properly indexed saves the time of school administrators in giving information and of teachers in securing information; moreover, it assures that the information will be more authentic than would be the case with word-of-mouth information; and finally, the preparation of a handbook cannot fail to better acquaint school personnel with the problems of the school.¹

THE SETTING OF THE STUDY

The setting of this project is in one of the two

¹ W. G. Reeder, An Introduction to Public School Relations (New York: The Macmillan Company, 1937), p. 119.

elementary schools in an industrial town of 10,000 inhabitants. Children are enrolled in grades one through seven, with four sections of the first grade and three sections of each of the other grades. This number of sections requires twenty-two teachers. The average enrollment of each class is thirty pupils.

The school personnel consists of one principal, twenty-two teachers, one librarian, one band supervisor, one music supervisor, one elementary supervisor, one school nurse, one visiting teacher, one secretary to the principal, one cafeteria manager, one janitor and six maids. Of these, the librarian, band supervisor, music supervisor, elementary supervisor, the school nurse, and the visiting teacher serve both of the elementary schools in the city.

The school building was built in 1929 and is being reconditioned this year. The new addition consists of an auditorium planned to seat five hundred children, a cafeteria with a capacity of two hundred fifty children at a shift, four classrooms, and a library.

The school day is from nine in the morning until three-fifteen in the afternoon with a lunch hour of forty-five minutes. Children are fed in three shifts, first and second grade children together, third and fourth grade children together and fifth, sixth and seventh grade children together. Children get to school in three ways -

walking, riding bicycles, or parents bringing them in automobiles.

The school program is developed around the needs of the children in this vicinity. Emphasis is placed on the growth of the whole child as an individual. Community life serves as the basis of the curriculum as far as possible. The effort is made to keep the child happy and content at school, and at the same time, to help him accomplish in a worthy manner what he undertakes. The school aims to function as one family working toward the same goals - the development of people and the improvement of the quality of living.

THE METHOD OF THE STUDY

The teachers of this elementary school, in the interest of presenting a unified point of view to the public, decided that, due to the unusually large teacher turnover, it would be advisable; first, to establish definite procedures wherever possible for school routines; second, to formulate these procedures into a usable handbook. It was believed that such a handbook would aid in inservice training of teachers remaining with the school year after year and also would be most helpful to those joining the faculty of the school for the first time.

The faculty agreed on the following method for

preparing the handbook: (1) the writer would explore the literature in the field and establish a bibliography; (2) he would make an analysis of the materials collected; (3) faculty committees would assist in interpreting and summarizing the information secured; (4) a committee would then assemble the materials accepted and prepare them in the form of a handbook; and (5) the entire faculty would assist in establishing criteria for evaluating the handbook prepared.

Following the procedure agreed upon by the faculty, the investigator wrote to numerous sources asking for copies of handbooks and other pertinent information. In selecting the sources of information, the writer consulted the Reader's Guide to Periodical Literature and the Education Index covering a period of the past fifteen years, and obtained references dealing with handbooks printed, and also with the methods of development of a handbook.

The survey of the literature and the inquiries directed to individuals suggest that, in general, four methods² have been used in developing handbooks. They are as follows:

(1) Product of the principal. Frequently, the

² John S. Thomas, "Preparation of Teacher's Handbook", Educational Methods, 12:360-363, March, 1933.

principal puts into writing all the routine directions needed by the teachers, organizes and consolidates them, and presents the material to the teachers in duplicated form. Such a handbook is developed from a principal's point of view and may not necessarily contain information on problems that most frequently confront teachers.

- (2) Delegation to a single faculty member. In some instances the handbook is prepared and written either by an assistant to the principal or a teacher designated by the principal. Even though the preparing member may consult with other teachers, the handbook will probably represent the ideas and efforts of one person. The limitation of this method seems to lie in the fact that the responsibility for the preparation of a set of instructions to serve as a guide for the conduct of the school is too great to assign to one member of the school faculty.
- (3) Formulation by teacher group. Another method used in preparing a handbook is to appoint

a group of teachers to collect and write the materials in the handbook. In this plan, either one member of the group writes all the discussions with the advice of the rest of the group, or each member of the group writes a given section. In this method necessary administrative instructions frequently may be overlooked and teacher activities overemphasized.

- (4) Representative committee activity. According to the literature, the most efficacious plan to follow is to bring together groups representing all the elements of the school. This makes the study the result of cooperative activity of all faculty members who bring their different points of view to bear upon the procedures involved. When this type of development is used, it is believed that the content of the handbook will be more usable than might result under any of the other plans of preparation. Interpretations are based upon the experience of all who are concerned, and familiarity with the content

and described practices is especially promoted.

The writer presented to the faculty these findings involving the methods of development of handbooks. As chairman of the faculty, the writer asked for discussion as to which procedure the faculty deemed advisable to use. After discussion of methods in which three-fourths of the faculty members participated, the faculty agreed that all would abide by the will of the majority and that a vote should be taken as to the proper method to use. A vote was taken with the following results: sixteen teachers expressed a desire to use the method of Representative Committee Activity, two teachers felt that the handbook could be prepared by a small group of teachers, and four teachers voted in favor of the method in which the principal prepares the handbook.

After the faculty had decided upon the method to be used, the discussion centered around the committees needed. The elementary supervisor was present and related that she had found from experience that in any successful study it was necessary for those who participate to feel a need for the study and to formulate guiding principles. This consideration suggested a Committee on Purposes and one on Criteria. Another teacher suggested that after looking over

the various handbooks and seeing the wide range of differences in content, that a most important committee would be one on Content. Finally after much discussion as to the value and work of each committee, the faculty voted that the following five committees be set up:

Committee on Purposes

Committee on Criteria

Committee on Content

Committee on Physical Form

Committee on Assembling Material into Handbook

The faculty was in agreement that better contribution and more effort is put forth if each person worked on the area he or she was most interested in. The name of each committee was listed on a sheet of paper and passed around to the members and each person signed up for the committee in which she was most interested. When these papers were returned, the committees were set up as follows:

Committee on Purposes

Three members and
the principal

Committee on Criteria

Five members

Committee on Content

Six members

Committee on Physical Form

Three members

Committee on Assembling

Materials into Handbook

Three members

The supervisors, librarian and visiting teacher did not sign up for a committee but agreed to help the Committee on Content.

The faculty felt that work on the study would make better progress if the meetings devoted to it could start before the ending of the regular school day. The matter was referred to the superintendent of the school system and he agreed to having the school day on Tuesdays shortened. School was dismissed at two-thirty on Tuesdays and faculty meetings began at that time.

The detailed work of these committees is related in Chapters II and III.

ORGANIZATION OF THIS REPORT

In order to determine the function of a handbook, a study was made of the literature in the field related to the purposes of this project. This review is included in Chapter II along with purposes and appropriate criteria which were established by the faculty of the school. Chapter III contains information in regard to the procedure used in developing the handbook, and also relates the actual functioning of the committees involved in producing the handbook. Chapter IV includes an evaluation of the handbook on the basis of criteria set up in Chapter II. From this evaluation and use of the handbook, conclusions are formulated which are stated in Chapter V. The writer

offers in Chapter 7 recommendations of continuous improvement and revision of the handbook.

CHAPTER II

PURPOSES OF THE HANDBOOK AND ESTABLISHMENT OF CRITERIA

It is generally agreed that an important responsibility of the principal is that of supervision of instruction. However, since good administration precedes good supervision,¹ it is important the administration be simplified by methods that will reduce routine to a minimum. The school personnel, too, should have ready access to routine regulations that may emanate from the office of the superintendent or board of education and such directions as the principal may deem wise in the operation of the school. The handbook is a means of providing teachers and other personnel with such ready references.²

ESTABLISHING PURPOSES

The work of the Committee on Purposes. To clarify the purposes of the handbook, the Committee on Purposes undertook the task of reviewing the literature in the field. This Committee studied the handbooks secured from schools in various parts of the United States. In reviewing the

¹ Bulletin of Department of Elementary Schools Principals, The Ninth Yearbook.

² Fred H. Duffy, "A Teacher's Handbook", National Elementary Principal, Volume 18, February, 1939, p. 107.

literature in the field the Committee did not find too much related information available in the literature; the majority of the data came from educational periodicals.

To exhaust all possible sources of information in this vicinity, the Committee decided that each member would visit one of the following libraries: College of William and Mary, Virginia State Library, and Richmond Public Library, and would consult with the librarian in order to secure all the data possible.

This work consumed several weeks as it had to be done on Saturdays. After securing the available material the members met as a committee and compared and compiled their data. Using the school's philosophy as a basis for the purposes of the handbook, the Committee put into words a set of purposes it thought would be most applicable to the needs of the school. The chairman of the Committee on Purposes presented the findings to the faculty and the faculty voted unanimously to accept the following purposes as guides in setting up the proposed handbook:

1. To develop a unified point of view on the part of the school personnel.
2. To enable the administration to obtain more time for supervision by having less time involved in handling routine matters.
3. To answer in advance questions, which observation,

investigation and experience have shown that teachers frequently raise.

4. To eliminate misunderstandings of accepted procedures that must be conducted in a standardized manner.
5. To prevent the administration from having to issue instructions covering mistakes and blunders after they are committed.
6. To simplify the opening of school at the beginning of the school term.
7. To present an opportunity to foster democratic interaction.
8. To assist in the in-service training of teachers remaining in the system for more than one year as well as in orienting new teachers in procedures and policies of the school system.

ESTABLISHING CRITERIA

The work of the Committee on Criteria. Since evaluation is an integral part of the education process, the faculty agreed that if it were necessary to have a handbook, then it was equally necessary to establish criteria to see how well the handbook suited the purposes. A review of the related literature available concerning handbooks failed to disclose criteria for appraising handbooks. It was necessary, therefore, for the faculty

of the school in which this study took place to set up its own criteria to evaluate the handbook being prepared.

The Committee on Criteria, composed of five members, met and after discussing the need for evaluation, formulated the following plan for working out the criteria to be used:

1. One of the members volunteered to act as secretary and write up the findings.
2. The materials assembled by the investigator were divided among the five members for study. Each member was to be ready to suggest definite criteria by the next meeting.
3. The remainder of the faculty was asked to contribute their thoughts and ideas in written form to the chairman of the Criteria Committee.
4. After a meeting to compile the findings of the Committee and the suggestions of the remainder of the faculty, the chairman of the Criteria Committee would preside at a meeting of the faculty at which time the compilations of the Committee would be presented to the faculty for discussion and approval.

These plans were carried out over a period of a month with the faculty approving the results of the combined efforts of those participating in setting up guiding principles for the evaluation of the proposed handbook. A knowledge and understanding of guiding principles is basic

to a complete understanding and appreciation of the handbook prepared. It is for this reason that the following criteria have been discussed at some length.

(1) The content of the handbook should be oriented carefully to the particular school in which it is to be used.

A handbook serves a specific purpose under certain circumstances in a particular school. In order for a handbook to be beneficial it must be specific and avoid generalities. Of necessity, it must center around the needs and problems of the school in which it is to be used.

Grinnel states that a handbook finds its maximum value when it is used in the individual school for which it was prepared.³

(2) The content of the handbook should be phrased in simple language, definite and specific, so that the elements treated can be easily and distinctly identified.

According to Otto, "intangible or misleading generalities should be avoided. General principles and basic considerations should be reflected in the nature of specific practices rather than set forth as isolated generalities."⁴

³ J. Erle Grinnel, Interpreting Public Schools (New York: McGraw-Hill Book Company, 1937), p. 230.

⁴ H. J. Otto, "Story Behind the Handbook for Elementary Schools", Texas Outlook, Volume 30, May, 1946, p. 21.

Since one objective of a handbook is to furnish information, little is accomplished if, after reading the directions or data, the person desiring facts does not find them specific enough to use without having to go further for more details.

(3) The contents of the handbook should have some objective basis and not to have just "happened".

The needs and problems of the school should furnish the objective basis for a handbook. These facts could be determined by a questionnaire regarding the problems of the school, or suggestions concerning improvements could be solicited from all school personnel. There would be a definite need for every item of content and nothing would be included just to fill in because it appeared in other handbooks.

Talbot suggests that the use of the data compiled from check lists he received from 302 teachers from all parts of the United States would be of value in correcting short-comings of handbooks and provide an objective basis of the organizations of handbooks.⁵

(4) The people involved in the use of the handbook

⁵ George D. Talbot, "Content of Teacher's Handbooks", Educational Research Bulletin, 10, May 13, 1931, p. 261.

should have an opportunity to participate in its preparation.

Democratic living has been accepted as the best way of life by most of the major and minor nations of the world. One does not inherit or achieve democracy without effort. People must be educated to understand, to believe in, and to practice democracy.⁶ The Committee felt that the best way to understand democratic procedure is to participate in experiences in which opportunity is given for group participation in democratic interaction.

Briggs states that nothing contributes so much to both understanding and support as participation in formulation.⁷

According to Yauch, participation in committee work offers an excellent opportunity for teacher growth through cooperative activity. He states that if the faculty is large, many teachers will find it difficult to participate actively in the larger group. The smaller committee assignment will provide opportunities for the less dynamic teacher to gain experience with the cooperative method in

⁶ George S. Counts, The Schools Can Teach Democracy (New York: The John Day Company, 1939), pp. 17-22.

⁷ T. H. Briggs, Improving Instruction (New York: Macmillan Company, p. 149.

a more restricted environment.⁸

Yauch also related that interchange of ideas in the group will broaden the perspective of all. Each individual will have the advantage of the insight and experience of others on which to draw for a wider understanding of the problem and its possible solutions.⁹

Koopman, Miel and Misner state that to make democratic participation functional all must participate. Purposing, planning, executing and evaluating must be group functions.¹⁰

(5) Provision should be made for continuous and adequate revision.

Information of the sort included in the handbook is of value only if it is up-to-date. Without provision for revision, a handbook would fall short in meeting the purposes for which it was intended.

Grinnel states that handbooks should be bound in loose leaf style so as to make possible weekly or monthly additions and revisions to assure up-to-date information.¹¹

⁸ Wilbur A. Yauch, Improving Human Relations in School Administration (New York: Harper and Brothers, 1949), p. 135.

⁹ Ibid., p. 34

¹⁰ Robert G. Koopman, Alice Miel, Paul J. Misner, Democracy in School Administration (New York: Appleton-Century Company, 1943), pp. 10, 11.

¹¹ Grinnel, op. cit., p. 229.

(6) The handbook should meet the purposes for which it was intended.

The committee who prepared the Twelfth Yearbook of the Department of Supervisors and Directors of Instruction of the National Education Association comments on handbooks as follows:

Reports of supervisory procedure show that handbooks are still being used, but that they are being adapted to meet present day needs. They no longer contain specific lists of do's and don't's and the exact time and way of doing certain things. Instead they are the source books planned and prepared jointly by teachers, and supervisors to include information that will be helpful to all teachers, and especially to a new or substitute teacher. These handbooks contain such helpful information as the dates of important meetings, a list of school and community service agents and agencies which are available a statement of philosophy of education, which the system is trying to live up to, suggest sources of information of various kinds, lists of available materials and equipment, reports of forward looking undertakings of various teachers and schools; and the program or work planned and adopted by the local teacher's group.¹²

If a handbook is to be prepared the purposes should be constantly before the committee working on its preparation so that all the data needed to meet these purposes will be included.

¹² Department of Supervisors and Directors of Instruction of National Education Association, Washington, D. C. Newer Instructional Practices of Promise, Twelfth Yearbook, 1939, p. 337.

(7) The handbook should be well indexed so that the information is readily accessible for use.

Little help is afforded a person desiring and seeking information if the compilation of the data is without an index to make the information readily accessible for use. The time consumed in indexing the information in no way compares with the time lost in finding information without the index if the information is used to any great extent.

(8) The format, or physical form, of the handbook should be flexible.

According to Ayer, the topography is the most important feature of a book's physical makeup, regardless of the fact of whether it be a textbook, fiction or handbook. The type should be large enough not to strain the eye. An easily read page also implies that the margins are ample, (larger at the bottom than on the top of the page) and that the space between words and lines is sufficient to make a clear page.

Also, since the life of the handbook depends upon the binding, this quality is important. The binding should be durable, yet attractive. Color and cover decorations have been found to influence the use of books.¹³

¹³ Jean Ayer, "Format and Reading Appreciation", Elementary English Review, Volume 17, October, 1940, pp. 213-217.

Heaps offers the following criteria of book evaluation concerning format or physical makeup:

Size.....easily handled?

Binding.....attractive, strong and durable?

Paper.....good quality, dull finish?

Since one of the essential features of a handbook is the fact that it is kept up-to-date, it must be a loose leaf type so that bulletins and memorandums may be added from time to time as occasion demands.¹⁴

(9) The handbook should be developed as an instrument of self-appraisal.

By using the handbook as an instrument of self-appraisal, the person so doing may get a perspective of his standing in the light of the objectives or aims set forth in the handbook. In so doing specific action plans for improvement may result. Appraisal and improvement go hand in hand. It is only through extensive self-appraisal that one arrives at proper self-improvement.

(10) The emphasis throughout the handbook and its use should be upon improvement.

Otto, in his article on "Story Behind the Handbook for Elementary Schools" states that there is little merit

¹⁴ Willard H. Heaps, Book Selection for Secondary School Libraries (New York: H. W. Wilson Company, 1942) p. 93.

in taking an inventory of present status unless that inventory leads to improvement.¹⁵ Improvement usually results from self-appraisal if self-appraisal is performed from the standpoint of locating strong points, recognizing weaknesses, and eliminating excuses.

In Chapter IV, these criteria will be used to measure the usefulness and effectiveness of the handbook prepared.

¹⁵ Otto, op. cit., p. 21.

CHAPTER III

DESCRIPTION OF PROCEDURE IN DEVELOPING HANDBOOK

In Chapter I, detailed information was given under "Method of the Study" as to the five committees set up by the faculty to carry out the study on a teacher's handbook. Ordinarily the report of the procedures of the five committees would be contained in one chapter. However, since Chapter IV deals with the evaluation of the handbook in the light of the criteria and purposes established, the writer believed that it would be better with the report of the committees on purposes and criteria confined to a separate chapter. This would facilitate reference to the work of these committees in the last two chapters of this study. Therefore, the report of the work of the committees on purposes and criteria is contained in the preceding chapter and the work of the committees on content, physical form and assembling information into the handbook will be included in this chapter.

After the committees on purposes and criteria had reported their recommendations to the faculty and the faculty had voted to accept these recommendations, the committee on content started their study.

SELECTING CONTENT

The work of the Committee on Content. The Committee on Content, composed of six faculty members, the visiting teacher, the elementary supervisor, the school nurse, and the school librarian, held its first meeting and one teacher volunteered to be chairman. At this meeting, the needs and problems of this particular school were discussed. It was the opinion of this group that these needs and problems would be the basis for the contents of the handbook. The Committee decided that the following plan of action would be desirable in conducting their search for appropriate content:

1. The Committee would keep in mind as guiding principles in its work the purposes and criteria set up by the committee on purposes and criteria.
2. The Committee would divide into three groups. One group would make a careful study of such literature as was available on contents of teacher's handbooks. Another group would study the various handbooks on hand, compile a check list of the various items included in these handbooks, and have the members of the faculty check the items each

thought should be included. The third group would interview the principal of the school, the superintendent of the school system, and members of the Board of Education for any suggestions they might have to offer.

3. After the three sub-committees had had time to perform their work, the Committee on Content would assemble as one committee and compile their results.
4. The Committee would present its findings to the faculty for approval.

This plan of action was carried out and in due time the sub-committees of the Committee on Content met as one group to compile their findings. One committee member reported on an extensive study made by a graduate student at Ohio University, George D. Talbot, on "The Contents of Teacher's Handbooks";¹ Talbot related that his study of existing literature relative to the use of teacher's handbooks had resulted in nothing but a realization that the lack of precision in available information was exceeded only by its paucity. He further stated that

¹ George D. Talbot, "Contents of Teacher's Handbooks" Educational Research Bulletin, Vol. 10, May 13, 1931, pp. 255-61.

examination of numerous handbooks indicated at once that there was little similarity in handbooks as far as content was concerned, that the outstanding characteristic was a marked lack of conformity. Apparently, the dissimilarity in content was consistent with the dissimilarity found in teaching environments. In search for more information, Talbot compiled a check list of one hundred seventy items of information relative to handbook content and submitted his lists to three hundred and two teachers who had two or more years of experience. He found that 75% or more of these teachers thought the following items should be included in a handbook:

Salary schedule

Deductions for absences

Salary regulations for substitute teachers

Educational requirements for teachers

Personal and professional qualities of a
successful teacher

School calendar

Marking and grading of pupils

School directory with addresses

Explanation of report cards

Discipline and corporal punishment

Fire drills and alarms

Another member of the Committee on Content reported

on an article by Fred H. Duffy, "A Teacher's Handbook".²
Duffy concluded that, from his personal experience as a principal, a handbook should contain the following:

- Philosophy reflected in school
- Theories of reliable educators
- A selected piece of poetry or philosophy
- Defining pointedly the teacher's or the school's responsibility
- The school calendar
- Schedule of teacher's duties
- Lists of teaching material and instructional supplies
- Directory of school personnel
- Opening and closing hours for different grades
- Teacher's hours for arriving and leaving the building
- Staff meeting data
- Fire drill instructions
- Dates monthly statistical reports are due
- Playground assignments and supervision
- What to do when a substitute is needed
- Music and art supervisors and their work

Fred H. Duffy, "Teacher's Handbook" National Elementary Principal, 16, February, 1939, pp. 107-09.

with the teacher

The movie projector and other visual

aid supplies

What to do in case of accidents

Duffy states that probably there are many other items of value that could be mentioned but the type of community, school policy and local conditions would govern the total contents.

A member of the Committee on Content who volunteered to interview the principal, superintendent and board members, reported that the superintendent, speaking for the School Board, had furnished a written copy of the policies of this school system. He also supplied a copy of the school calendar. However, he felt that the remainder of the contents should reflect the thinking of the teachers. This committee member also reported that the principal had assisted and guided the group in the wording of the school's philosophy.

Using Talbot's check list³ of one hundred and seventy items as a guide, the members of the Committee on Content assigned to compiling a check list on content to submit to the faculty, formulated such a check list.

³ George D. Talbot, op. cit., pp. 257-258.

After submitting it to the faculty and compiling the results, the Committee found that the teachers felt that the following items should be included in the contents of the handbook:

Introduction containing purpose of book
and point of view of the school

Prayer or statement of philosophy
concerning teacher's responsibility
to children

Statement of school's philosophy

Statement of school policies

Suggested school objectives

Statements concerning objectives
of various activities of school
curriculum

Comments from supervisory staff

Various schedules of school personnel
and school activities

Directory of school personnel

Data Concerning

Assembly programs

Faculty meetings

Boundary lines between schools

Teacher absence

Securing a substitute

Salary scale

Fire drills

Community drives

Free text books

Beautification of grounds and buildings

Publicity for school

Parent - Teacher Association

Reporting pupil progress

Teacher room assignments

Securing instructional supplies

The reports of the various members of the Committee on Content were discussed before the faculty with the chairman of the Committee on Content as the leader. After careful consideration the faculty approved and adopted the items of content suggested by the check list which had been composed by the Committee on Content and submitted to the faculty. The faculty meetings of the next two months were dedicated to wording, writing and editing the contents of the handbook. In each area involved, the teacher or group of teachers feeling best qualified undertook to prepare that part of the handbook. After much discussion, conference work and writing, the faculty felt the work was ready to be put into final form. It was now time for the chairman of the Committee on Physical Form to report its findings.

CHOOSING THE FORMAT

The work of Committee on Physical Form. The Committee on Physical Form, consisting of three members, met and one member volunteered to act as chairman and report their findings to the faculty. This Committee decided that the proper solution to the problem was through the following procedures:

1. To study the form of the various handbooks secured for this study.
2. Review literature on handbooks with particular reference to physical form.
3. Make recommendations to the faculty as to the proper form in which the handbook should be prepared.

After due deliberation and research, the chairman of the Committee on Physical Form made the following report to the faculty:

The Committee studied the physical form of the twenty-five handbooks in its possession and reported that of the twenty-five books, seven were printed by the State Department of Education, twelve were mimeographed and nine were duplicated either by the liquid duplicating process

or the gelatin process. The eighteen handbooks that were mimeographed or duplicated were covered either by heavy construction paper, tag board, or manila folders. Of the twenty-five handbooks, three were seven inches by nine inches, one was seven inches by eight inches, three were six inches by nine inches and the remainder were eight and one-half inches by eleven inches.

According to Duffy,⁴ the method of duplicating would be dependent upon the means of the school or the types of duplicating machine owned.

The Committee recommended and the faculty voted to accept the following physical form:

1. The contents of the handbook should be duplicated on 8½ x 11" white paper, 16 lb. stock.
2. The typing on the pages should be double spaced with appropriate margins on top, sides and bottom.

⁴ Fred H. Duffy, op. cit., p. 108.

3. The outer cover should be a heavy manila folder of letter size.
4. The contents of the folder should be fastened together with a # 1 Speedwell Fastener of the slip type opening to facilitate additions to the handbook.
5. That duplication should be performed on the spirit duplicating machine owned by the school.

It was suggested at this meeting that the material prepared for the handbook could now be turned over for final preparation in the duplicated form to the Committee on Assembling Information in the Handbook.

ASSEMBLING THE MATERIAL

The work of Committee on Assembling Information into the Handbook. This Committee on Assembling Information, composed of seven people, decided upon the following procedure:

1. The members who could type (school secretary and one teacher) divided the handbook, the secretary taking two-thirds of the pages and the teacher one-third. These pages would be

typed on master carbons.

2. Two members volunteered to proof read the typed carbons as they were finished.
3. Three members would secure the paper and operate the duplicating machine.
4. All the Committee would assist in assembling the pages in order.

This procedure was followed and in two weeks after having received the dummy handbook, members of the Committee on Assembling Information passed out the finished handbook to the remaining members of the faculty. At the same meeting, the chairman of this Committee presented the following report to the faculty:

The school secretary and one member of the Committee had typed the master carbons. The carbon had been proof read but that since this is a job in which mistakes can easily be overlooked, each person was requested to correct mistakes as he found them. One box of master carbons and three reams of duplicating paper were used in the printing process. The entire group composing the Committee assisted in assembling the duplicated pages and the secretary typed the name of each individual teacher on the front of the folders.

The faculty discussed and decided that time be allocated at the ending of the school year for an evaluation of the handbook in the light of the purposes and criteria described in Chapter II. The last two faculty meetings of May were delegated to this evaluation.

CHAPTER IV

APPRAISAL OF THE HANDBOOK

The over-all improvement of the total program should be the objective of every school. There are many elements that contribute to such improvement. One of the major elements is a well-planned and organized handbook for teachers. Every handbook needs critical evaluation and constant revision if it is to meet the need for which it was prepared. It was the sentiment of the teachers concerned in this study that a check list would provide the most effective means of getting each teacher's reaction to the handbook.

Two techniques of evaluations are used in the appraisal of the handbook. The members of the faculty evaluated the handbook by the use of a check list given on the following page and the writer interpreted the teachers' evaluation on the basis of selected criteria. Both of these evaluations were made in an effort to discover the effectiveness of the handbook.

EVALUATION BY TEACHERS

Near the closing of the school year the teachers decided to compile a check list. This was done by one teacher serving as a recorder and writing the suggestions

offered by the remainder of the group. When the final list was agreed upon it contained twenty-one items to be checked "yes" or "no". This check list was submitted to each teacher participating in the development of the handbook. The complete list with the number of teachers voting "yes" and "no" is shown in a table on the following page.

TABLE I

SHOWING THE APPEALING BY THE TEACHERS OF TWENTY-ONE
LISTED CHARACTERISTICS OF THE HANDBOOK

Total Number of Teachers: 22	No. Teachers Voting "Yes"	No. Teachers Voting "No"
1. Did the handbook give a clear explanation of the school's philosophy?	10	12
2. Did the handbook tend to establish policies?	9	13
3. Did the development of the handbook offer opportunity for faculty participation?	22	0
4. Was a democratic procedure used in the development of the handbook?	22	0
5. Did the development of the handbook bring about coordination among the faculty?	18	4
6. Did the handbook present an over-all view of the school's activities?	18	4
7. Did the handbook simplify the opening of school?	20	2
8. Did the handbook promote morale?	11	11
9. Did participation in the development of the handbook promote professional advancement?	20	2
10. After participation in the development of the handbook was the morale of the teachers better?	20	2

TABLE I (continued)

SHOWING THE APPRAISAL BY THE TEACHERS OF TWENTY-ONE
LISTED CHARACTERISTICS OF THE HANDBOOK

Total Number of Teachers: 22	No. Teachers Voting "Yes"	No. Teachers Voting "No"
11. Did the handbook eliminate controversies among the faculty?	16	6
12. Did the handbook standardize procedures?	20	2
13. Did the handbook serve sufficiently as a clearing house for routine materials?	20	2
14. Did the handbook eliminate generalities?	19	3
15. Did the handbook reflect specific practices?	19	3
16. Did the development and use of the handbook improve the school program?	19	3
17. Was the organization of content in the handbook satisfactory?	22	0
18. Is revision of a handbook necessary?	22	0
19. Is information in handbook readily accessible for use through the table of contents?	5	17
20. Should an index be included in future revisions of the handbook?	17	5
21. Is the physical form satisfactory?	21	1

The faculty were unanimous in their opinion that development of the handbook was a democratic procedure with opportunity for all to participate (items 3 and 4). Another outstanding evaluation was that the entire faculty, after using the handbook, felt that the organization of content was satisfactory but that because of constant change, revision of the handbook was necessary (items 17 and 18). Ninety-one per cent of the faculty expressed the opinion that the handbook standardized procedure and simplified routines. Eighty-two per cent of the teachers agreed that the handbook presented an over-all view of school activities (item 6). The opinion was expressed by ninety-one per cent of the faculty that participation in the development of the handbook promoted the professional advancement and morale of the teachers (items 9 and 10). Fifty per cent of the faculty felt that the use of the handbook did promote morale (item 8). The opinion of the other fifty per cent was that morale was built on personal contacts and that handbooks eliminated these to a certain extent. Eighty-two per cent of the teachers felt that the development of the handbook did bring the faculty in closer coordination (item 5). Fifty-nine per cent of the teachers were of the opinion that the handbook did not establish school policies (item 2). The mere statement of a policy does not guarantee its observance.

APPRAISAL ON BASIS OF SELECTED CRITERIA

In order to evaluate the effectiveness of the handbook, the writer uses the criteria set up in Chapter II. The criteria numbered 1, 2, and 3 in Chapter II are treated as one since these three deal with the content of the handbook. Also the criteria numbered 9 and 10 in Chapter II are brought together as they both deal with improvement of the teacher on the job. With these two exceptions, the remainder of the criteria are used as set up in Chapter II.

(1) The content of the handbook should be oriented carefully to the particular school in which it is to be used, it should be phrased in simple language, and it should have an objective basis.

Considerable thought and time was devoted to adapting the contents to the particular needs and problems of the school in which this study took place. The handbook was written in a clear interesting and forceful style so that ambiguity in meanings was kept at a minimum. In order that teachers would comprehend the broader view of the principal's aims and objectives, there was a page devoted to his philosophy of administration, supervision, and the relationship of the school to the community. According to Items 14 and 15, nineteen teachers stated that the handbook was specific and eliminated generalities. The entire faculty of twenty-two teachers reflected that the content definitely pertained to the particular school for which it was intended.

(2) The people involved in the use of the handbook should have an opportunity to participate in its preparation.

Since the handbook is to reflect the thoughts of the teaching and administrative personnel, it was necessary for all to participate in its preparation. Thus, the development of the handbook was a cooperative activity in which each faculty member presented his point of view and made suggestions for procedure which were involved. This interchange of ideas of all concerned prevented over-emphasis of any particular point of view. The entire faculty felt that they had contributed materially to the development of the handbook and that they had grown professionally through the use of democratic procedures.

(3) Provision should be made for continuous and adequate revision.

Since change is always present and since the handbook is based on the needs and problems of the school, provision must be made to take care of these changes in the handbook that are certain to arise. The entire faculty felt that there was a necessity for being on the alert for change and ways of improving the handbook. Experience suggests that specific provision for revising the material should be included in the general procedure followed in developing the handbook. This was not done, though the entire faculty at the conclusion of the project

recognized the need for continuous revision.

(4) The handbook should meet the purposes for which it was intended.

From observation, the writer feels that the process of developing a handbook and the use of the handbook has coordinated the points of view of faculty and other school personnel. Item 5, Table I, shows that eighteen teachers felt that the development of the handbook has made for better coordination among the faculty.

The writer, as administrator of the school in this study, found that, through simplification of handling routine matters, he had more time for supervision in the classrooms.

During the past year, controversies still arose over various procedures but there were fewer as the school year neared its conclusion.

Twenty teachers felt that the handbook simplified the opening of school (item 7). The entire faculty testified that the democratic procedure was used in the development of the handbook (item 4). Eighteen teachers stated that the handbook presented an over-all view of school activities (item 6).

(5) The handbook should be well indexed so that information is readily accessible for use.

In the beginning of the development of the handbook,

the faculty was of the opinion that the table of contents would make the material in the handbook accessible and therefore, did not deem it necessary to include an index. Through use of the handbook, the members of the faculty soon realized that it would have been advantageous to have had an index. In the teacher's evaluation (items 19 and 20) seventeen teachers expressed the opinion that the table of contents in the present handbook did not meet the purpose expected of it and that they thought an index should be included in future revision of the handbook.

(6) The format, or physical form, of the handbook should be flexible.

The physical form of the handbook was organized so that memorandums and bulletins could be inserted when necessary. This proved to a decided advantage in making changes in procedures from time to time. In Item 21 of the teachers' evaluation, twenty-two teachers stated that they thought the physical form was satisfactory. During the school year, several teachers commented to the writer that they thought the cover could be made more attractive.

(7) The handbook should be developed as an instrument of self-appraisal and emphasis should be upon improvement.

Referring to the teachers' evaluation, Item 9, twenty teachers were of the opinion that the work in developing the handbook promoted professional advancement.

In Item 10, twenty teachers also stated that, after participation in the development of the handbook, they felt the morale of the teachers was better. The opinion of the teachers was that cooperative work and not just a handbook promotes morale. Better morale leads to greater improvement in individuals and also in a school.

It may be said, on the basis of the foregoing appraisal, that in general the handbook met the principal selected criteria. Two exceptions, however, should be noted; namely, the handbook did not meet the criterion requiring that provision for continuous revision be made, nor, in the second place, did it, in the judgment of the users, provide effective means, such as an index, for making the information contained readily accessible.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to develop a handbook that would contribute to the development of a unified point of view among the teachers of this school. Briefly, the steps involved in the development of this study were as follows:

(1) there was a recognized need for a handbook; (2) a systematic procedure was agreed upon by the teachers to carry forward the project; (3) the literature in the field was explored; (4) the materials were analyzed and pertinent information was collected; (5) committees were established; (6) pertinent information was organized and interpreted; (7) findings were summarized and presented to committee chairmen; (8) the physical form was agreed upon; (9) information was organized into the finished handbook; (10) leadership guided the discussions and stimulated full participation in the discussion; and (11) democratic action was the process used.

The writer feels that these steps in the development of a handbook developed unity in the faculty and contributed to the over-all growth of the entire school personnel.

CONCLUSIONS

From participation and observation of the above-mentioned experiences, the writer concludes:

1. That when the entire group recognized the need for a handbook, the challenge of meeting this need was sufficient to secure the participation of the entire group;
2. That the participation of the group in the experiences in developing a handbook, mentioned above, led to professional growth on the part of the participants;
3. That teachers are willing to discuss and contribute their ideas to the solution of the problems at hand when divided into small groups;
4. That the development of a useful handbook is promoted by full participation of all school personnel;
5. That agreement upon criteria or a set of guiding principles is essential in the development of a handbook;
6. That better participation is secured from teachers if the study is conducted within the usual school day;
7. That a major study is accomplished with greater ease if committees are subdivided into interest groups;

8. That specialists in the field - elementary supervisor, visiting teacher, school nurse, music supervisor, and librarian - are of best help in explaining their particular lines of work;
9. That the process of developing a handbook would have been improved if provision for continued revision had been made;
10. That experiences of participation in a cooperative enterprise contributed toward improving the morale of the teachers;
11. That the process used by the teachers in developing a handbook contributed to a unified point of view on the part of school personnel involved;
12. That cooperative experiences stimulated democratic interaction;
13. That effective means for rendering accessible to users the information contained in a handbook should be developed.

Knowing what information the teachers needed, the writer discovered that the handbook at least proved to be a partial solution to the problem of disseminating information in a form which was convenient and usable. It was realized that the handbook would not be a substitute for teachers' meetings or personal contacts. It would serve as a supplement rather than to displace personal contacts between teachers and administrator.

RECOMMENDATIONS

From experience and study, the writer offers the following recommendations:

1. That every handbook should be well-indexed in addition to having a table of contents. From experience, teachers discovered that much valuable time was wasted by not having a word index for the handbook.
2. That more space in the handbook be given to the development and explanation of the school's philosophy.
In developing a school's philosophy, careful consideration and much time must be given to the phraseology of such philosophy to assure a single interpretation.

3. That a permanent committee on revision should be set up with the majority of members serving from year to year.

The members of this committee should be constantly on the alert to ascertain ways and means of improving the handbook. They should regularly and systematically seek suggestions from all the teachers and supervisory personnel as to improvements for the handbook.

4. That democratic interaction should be the "order of the day".

In order to instill in others the value of democratic living, one must believe in democracy and practice it. It is through participation in experiences involving democratic procedures that one becomes indoctrinated in the democratic process.

5. The writer realizes that continuous evaluation of any activity is most important and is aware of the fact that there are limitations in this study. It is recognized that more research should be done on the process of developing a handbook.



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APPENDIX

DUPONT ELEMENTARY SCHOOL

TEACHER'S HANDBOOK

HOPEWELL, VIRGINIA

1949 - 1950

TABLE OF CONTENTS

	PAGE NO.
INTRODUCTION	1
PRAYER	3
IF I WERE A TEACHER	4
STATEMENTS OF PHILOSOPHY	6
SCHOOL POLICIES	8
SUGGESTED SCHOOL OBJECTIVES	10
SCHOOL CURRICULUM:	
Instructional Program	11
Objectives of:	
Language Arts Program	13
Reading Program	14
Social Studies and Science Program	15
Arithmetic Teaching Program	16
Music and Arts Program	17
Health Safety and Physical	
Education Program	18
School Lunch Room Program	19
COMMENTS FROM:	
Elementary Supervisor	21
Visiting Teacher	24
School Nurse	28
Librarian	32

TABLE OF CONTENTS

	PAGE NO.
ASSEMBLY PROGRAMS	35
SPECIAL PROGRAMS	36
FACULTY MEETINGS	37
BOUNDARY LINES BETWEEN DUPONT AND PATRICK COPELAND ELEMENTARY SCHOOLS	38
DATA CONCERNING TEACHER ABSENCE	39
TEACHER SALARY SCALE	42
SCHOOL CALENDAR	43
CALENDAR OF DRIVES	45
DATA ON FIRE DRILLS	46
SCHEDULES:	
Bell Schedule	48
Physical Education Schedule	49
Lunch Room Schedule	50
Supervisor's Schedule	52
Visiting Teacher's Schedule	53
Music Supervisor's Schedule	54
Band Instructor's Schedule	55
Nurse's Schedule	56
Librarian's Schedule	57
REPORTING PUPIL PROGRESS	58
PARENT - TEACHER ASSOCIATION	60

TABLE OF CONTENTS

	PAGE NO.
PUBLICITY FOR SCHOOL	62
TEACHER ASSIGNMENT	65
BOOK NUMBERS FOR ROOMS	66
TEACHERS IN CHARGE OF BEAUTIFICATION OF CAFETERIA	67
COMMUNICABLE DISEASES	68
DIRECTORY OF SCHOOL PERSONNEL	69
LIST OF SUBSTITUTE TEACHERS	71
COMMITTEES:	
Year's Work	72
Immediate Needs	73

FOREWORD

This booklet is an effort to centralize all data concerning opening of school and running of school throughout the coming year. It should be especially helpful to all teachers in that it has in one folder the information she needs. Keep your booklet up-to-date with memos from the office.

This work is the combined effort of your principal, supervisor, visiting teacher, school nurse, librarian, cafeteria manager, and members of the teaching staff. It is our sincere hope that the data gathered and compiled here will be of service to you.

INTRODUCTION

The object of this pamphlet is to further the development of a unified point of view here in DuPont Elementary School. For the past three years we have used this means of putting into print the ideas we wish to be recorded and studied throughout the year. Each and every one of us should be familiar with the contents of this booklet and do all in our power to live up to and carry out the ideals presented in it.

As a school, we should analyze life with children and give them as real an understanding of it as we possibly can. Our goal should be that we will understand more tomorrow because of our living today. In this way we will develop meaningful and stimulating living. We should bring the community into our school in every possible way. In fact, the community life should be, as far as possible, the basis of the curriculum of our school.

The administration should furnish leadership wherever necessary and should always be on the alert to give a helping hand and a boost when things just don't go the right way. Good administration is the planning and carrying through the plan for getting purposes executed well. It is also coordinating all the activities of the school. In order to have good administration, each must participate to

best of his or her ability. We should strive to keep from falling into just routine.

Administrators and teachers are one family and are all working toward the same ends. These goals are the development of people and the improvement of the quality of living. Those who would destroy first seek to divide. Division makes for weakness. Differences of opinion on many matters may and will exist and are welcomed. We must have tolerance and mutual respect one for the other. But above all, we must remain and act as one group.

.PRAYER

KEEP US, OH GOD, from pettiness; let us be large in thought, in word, in deed. Let us be done with fault-finding and leave off self-seeking. May we put away all pretence and meet each other face to face--without self-pity and without prejudice. May we never be hasty in judgment and always generous.

Let us take time for all things; make us to grow calm, serene, gentle. Teach us to put into action our better impulses, straight-forward and unafraid.

Grant that we may realize it is the little things that create differences, that in the big things of life we are one.

And may we strive to touch and to know the great common human heart of us all, and, oh Lord God, let us not forget to be kind!

.....Mary Stewart

IF I WERE A TEACHER

If it takes a fifty-thousand dollar man to guide a client, or develop a coal mine or put a corporation on its feet, what is a man worth who takes that boy of yours, guides him, puts him on his feet, and makes a man of him?

If I, as a teacher, lived up to that challenge as I did my part in teaching the world's boys and girls, I should make a contribution far greater than the banker's accumulation of dollars, the lawyer's drawing of briefs, the merchant's trafficking in goods, and the doctor's mending of broken flesh. I would be handling, encouraging, developing human souls--boys and girls--the finest things on man's earth. No banker, no lawyer, no merchant, no doctor should hold his head higher than I. If I were a teacher, I should be justly proud.

If I were a teacher, I should want the imagination to look out upon my thirty youngsters and see in them not just feet to keep in line, heads to be crammed with facts, with a pay check at the end of the month; but rather thirty possibilities, thirty challenges. Each one has something in him different from everyone else in the world. I should want to help each one of my children to find that "something." If I were a teacher, I should be intensely human.

If I were a teacher, I should hope to feel as one American school teacher has felt: "I thank you, parent, for lending me your child today. All the years of love and care and training which you have given him stood him in good stead in his work and in his play. I send him home to you tonight, I hope a little stronger, a little taller, a little freer, a little nearer his goal. Lend him to me tomorrow, I pray you." If I were a teacher, I should be wisely humble.

Yes, if I were a teacher, in an American school today, I should be proud, human, humble, and I should be happy!

.....Adapted from New York Times Magazine

STATEMENTS OF PHILOSOPHY

The curriculum of any school should be that school is a place for good living which the group concerned works continuously to improve.

Good living is considered as:

1. Tolerance and consideration of others
2. Everyone making a contribution
3. Being able to face change and keep abreast of it
4. Making rooms and rest of school attractive and beautiful
5. Participating in school as a whole and not in one room
6. Having organization and maintaining order
7. Cooperating to raise standards

The only way to improve scholastic achievements is to improve the conditions under which the child works.

To secure results, the teacher must create within the child a desire to want to do things.

Growth is gradual and continuous.

Evaluation should be of the whole child--mental, physical, social and emotional.

Personality traits in children can be developed only

through participation in experiences in which such traits are necessary.

Planning is the forerunner of any experience. Without a plan we have no goal and without a goal we seek no worthy results.

Let us accept the child where he is and carry him as far as we possibly can in the time we have him with us.

Democracy not only implies equal rights and privileges, but also individual and group responsibilities.

Democratic administration does not mean that everyone shall have equal voice and the rule of the majority applied, but that each shall have an opinion and the best qualified shall decide.

Free education is essential to the existence and improvement of a democratic social order.

SCHOOL POLICIES

1. The school day for teachers is from 8:30 to 3:30.
2. It is desirable that all teachers be in their rooms by 8:45.
3. If a child gives a teacher sufficient trouble to be sent from his room, he or she should be brought to the office and not sent to the office or stood in the hall.
4. A child is not to be left in a room in the afternoons after the teacher leaves.
5. Lunch hours and Physical Education periods are a definite part of our school program and children are not to be deprived of them as punishment for misbehavior.
6. School day for pupils is from 9:00 to 3:15.
7. School is dismissed on Tuesdays at 2:30 for Faculty meetings and PTA meetings.
8. Anyone visiting rooms during school must have permission from the principal's office.

Opportunity should always exist for members to participate in the formation of policies and in evaluation and revision of them. Once a policy has been officially adopted, all members of the faculty should adhere to it as long as it remains in effect. Moreover, their criticism of a policy which personally they regard as unwise should be confined to discussion of it in professional meetings where policy may be properly considered and in conversation with responsible administrative officers. Reckless public criticism of official policies, even when well-founded, creates disunity and undermines confidence in the profession.

SCHOOL OBJECTIVES

Develop in faculty and student body a feeling of unity which may result in:

1. Cooperation in total school program
2. Mutual understanding of problems
being faced
3. A general feeling of care and improvement
of all school properties

Develop a greater sense of responsibility on part of students for the order, conduct, attendance and general operation of the school.

Develop in the students a sense of responsibility regarding respect for public and private property.

Equip each individual with the academic skills and knowledges to the degree to which he is able to achieve success in them.

Improve the public relations program by better interpretation of the school program.

See that our children live heartily and happily.

Work with the parents and community at large in securing the best possible educational program and plant for our area.

Be so imbued with the desire to improve our own education that we pass this desire and its results on to the student.

INSTRUCTIONAL PROGRAM

The old adage "As is the teacher, so is the school" is a good thing to remember. It is the teacher's responsibility to create a general classroom situation that will interest the children in the work to be accomplished and through their interest to secure mastery on the part of the children.

We have passed the stage where subject matter only was considered in a child's education. A child's education should include all phases of growth--mental, physical, emotional and social. Evaluation of teaching is to maintain a balance between provisions for individual learning and for group learning. So often we overlook the individual and attempt to fit all the children into a grade pattern of our own selection.

Planning is essential if we are to accomplish the desired goal. It is the forerunner of any experience. Without a plan we have no goal and without a goal we seek no worthy results. The extent to which children participate depends upon the maturity of the group.

Our instructional program consists of the following: language arts, reading, social studies and sciences, arithmetic, music and art, and health safety and physical education.

It will be helpful to keep in mind the general aims of each part of our overall program and stop from time to time to evaluate the progress we are making.

LANGUAGE ARTS PROGRAM

The spoken language, because of its necessity in general communication, should be our first concern in the language arts program. Our aim in the early grades is to enable children to use words effectively in sharing their ideas and in giving expression to their thoughts and feelings. Activities which allow children to tell of their experiences or share their thoughts such as story-telling, discussing stories and movies, making announcements, planning group undertakings, should be utilized.

In the upper grades, we should further the development of attitudes and skills that make us friendly and courteous, have clear enunciation and a good vocabulary. Also our objective is to master the mechanics of speech, grammar, and written work.

READING PROGRAM

The purpose of a reading program throughout the grades is to teach children to interpret the printed page for information and enjoyment. It should be remembered that most of our reading as adults is silent. Also we should remember that the mere calling of words is not reading unless thought enters into the reading.

SOCIAL STUDIES AND SCIENCE

The social studies and science program should be the core of the elementary curriculum. These two subjects are naturals for interest builders. The classroom is a laboratory in which children learn to live together cooperatively while they trace and study man's development through the ages and his amazing discoveries in the field of science.

The objectives of our social studies program are to give children knowledge of the world in which they live, understanding of past conditions and future developments, secure appreciation of the heritage of persons living under different geographical conditions and to develop ability on part of the children to work and play cooperatively with other individuals.

Guidance in elementary science should tend to develop in children intelligent habits in observing facts, gathering information, and thinking a problem through. It is most important that the child initiate and discover rather than have someone tell the facts to him.

ARITHMETIC TEACHING PROGRAM

The objective of teaching arithmetic is to provide the child with experiences in concentration and exactness. Arithmetic teaching should result in growth in understanding of the social value of arithmetic as well as in the ability to use numbers with accuracy and power. Through arithmetic, children should expand their awareness to the many uses of numbers in the world about them and should grow in confidence of their own ability to solve numerical problems. If arithmetic teaching is live and vital, children will learn to think quantitatively. The fact should always be kept before the child that he is living in a world in which situations involving numbers are so numerous that power to solve numerical problems is an everyday necessity.

MUSIC AND ARTS PROGRAM

The purpose of our Music and Arts Program is to produce a steady and deep-rooted appreciation of music and art as a part of living. We should make music and art parts of as many classroom activities as possible. Provide opportunities for sharing these experiences with others. Display art work and provide good musical programs in assemblies. Order, arrangement, balance, and other evidences of art in a classroom make an impression upon all children.

HEALTH SAFETY AND PHYSICAL EDUCATION PROGRAM

An alertness to health and safety, both personal and community, is definitely a responsibility of elementary education. Health-building activities of children may be stimulated and encouraged through organized games, rhythms, folk dancing, and free play. Organized games demand body coordination and physical skill. Play is a spontaneous expression of childhood and an indication of good physical and mental condition. We should strive for a mastery of game skills and a desire and ability to play cooperatively and happily with others. Teachers can well afford to study the elements of play for their suggestions for classroom procedures and as a means of understanding and guiding children.

SCHOOL LUNCH ROOM PROGRAM

Today's school is concerned with educating the whole individual. Acceptance of this point of view has brought important changes in many school programs. Under this point of view, the school lunch room program is an important part of our school curriculum.

The school lunch period is a time for relaxing from the problems of the day and renewing friendship. It is an excellent place and time for educational experiences in good manners and cooperation in obtaining and eating food. The lunch period is a place where children should eat and converse as if they were at the dinner table at home.

Time should be given in the classroom for instruction in table etiquette and the choice of good foods. The value of each food should be stressed. In discussing what to buy, the amount of money each child has should be taken into consideration. In choosing what to buy, the child enjoys a real experience in arithmetic.

Children should be encouraged to buy a hot lunch from the school. Parents should be informed as to what is offered and what it costs. The child who brings his lunch in a paper bag and the child who goes home for lunch is missing the advantages of a school lunchroom. The lunchroom program provides a well-balanced lunch at a minimum cost to

the child. The child has the advantage of choosing his lunch, thus helping to develop his self-reliance. He handles money and makes his own decisions, thus increasing his ability in arithmetic and money matters. Children eat food in a lunch room they ordinarily would not eat because they see their friends eating and enjoying it.

Children will not learn by an occasional sample to like the foods which they need; they will learn to like foods by repeated experience of eating them. Children prefer that which is familiar to them. We as school people must teach our children how to eat correctly just as we are expected to teach them how to spell correctly.

A MESSAGE FROM THE ELEMENTARY SUPERVISOR

RELATIONSHIP OF SUPERVISOR AND TEACHER

I believe that friendliness is a characteristic necessary to both teacher and supervisor in order that they may have a better understanding of each other's position. The ability to put yourself in the other person's place and know her difficulties removes tensions and creates a situation of good will and understanding rather than one of fear and insecurity.

I believe that respect for human personality and the recognition that each has a contribution to make is basic in successful teaching and supervision. There should be mutual respect and confidence for each other's opinions as we work together to improve our school.

I believe that both teacher and supervisor can do better work if there is expressed evidence of appreciation. A just appreciation of the teacher's efforts on the part of the supervisor will increase the teacher's interest and enthusiasm. A just appreciation of the supervisor's efforts on the part of the teacher will make it easier for her to give the necessary assistance.

I believe that a characteristic essential to

both teacher and supervisor is one of open-mindedness toward new ideas and the willingness to listen to and respect the opinions of others. No progress was ever made toward a better school program when minds were closed with determination not to be convinced.

I believe that all groups of school personnel should have a share in planning and making decisions on matters which affect them. The democratic way is the most effective. When all persons share in shaping the work of the school they understand it better. They see their place in the whole situation and realize the importance of their contribution. It becomes their school in a real sense. When this happens criticism is likely to be constructive and helpful. School morale, also, is improved greatly.

I believe that supervision means a joint responsibility of supervisor and teacher for helping children learn and grow. The supervisor should serve as a resource person for helping the teacher or as a consultant who works with the teacher on her problems when the teacher requests this assistance, rather than dictating the instructional program in a school. This approach makes it possible for the teacher to develop her own initiative and increase her ability to improve the quality of instruction in the classroom. In this

way teacher and supervisor can work together toward the solution of common problems.

I believe that all educators need faith - faith in one's self, faith in others, faith in a Supreme Being, and faith in the past, present and future of education.

.....Eleanor Pond

THE VISITING TEACHER SPEAKS HER PIECE

I have been doing social casework this summer in a Department of Public Welfare. I have learned a lot and enjoyed both the work and the extra money, but when September comes I'll be glad enough to wind up the red tape and get back to my own job.

Along with my visiting teacher training and experience there's been much "in the books" about letting people make their own decisions instead of telling them what to do. I've learned that really good social workers "go" for the idea in a big way. If you don't believe it just try and get a yes or no, a "do" or "don't" from a "dyed in the wool" social worker. I am very tired of holding back my ideas on what certain individuals should do. Since I am now among school associates and because I feel more school teacherish than I do case workerish I am going to write down some direct statements which I believe will be helpful to our school program.

If you ever tell any of my social work friends or another visiting teacher I've said these things I will probably be needing a new job. All of which goes to prove that if you scratch the visiting teacher you'll find the teacher still there.

DO

1. Plan to use me whenever you need help about something you find applicable to no one else in particular. My shoulders are broad enough to "cry on" and I can keep my mouth shut when the need arises.
2. Realize that I am interested in your children as individuals. If you have one who acts or reacts different from the others, let's talk it over. Perhaps we can figure out what makes him "tick" and give him a lift over a rough spot, perhaps prevent future trouble.
3. Recognize that the work of the visiting teacher is primarily to make adjustments for various and sundry types of children who do not make normal progress physically, socially, mentally, and emotionally.
4. Cooperate with me in a community education program by reminding parents and others interested in child welfare that the visiting teacher has had special training in child development and may be of service in some way.
5. Refer attendance cases early in their

development and keep reminding me of frequent absences regardless of the cause. It is impossible for me to correct many of them but everyone is just that much "to the good".

DON'T

1. Threaten children with a visit from the visiting teacher. I have no authority to punish and do not wish to be considered as an officer of the law.
2. Talk about my visits to a child's home before other children. Regardless of the reason for my visit or how well I may be accepted in his home it marks him as being different in some way and raises questions in the minds of other children.
3. Expect miracles, they don't happen often in this world. A child's natural endowments plus his environment has made him what he is. Probably we can't change either of them. We may change our own attitudes if we understand him well enough.

4. Feel that you have failed before you are willing to ask help of someone. You won't be the first teacher with these same trials and tribulations. Most of us know just how many difficulties arise in a classroom situation and have had our share of failures in attempting to correct them.
5. Get the idea that you or I or anyone else can solve a problem alone. It takes the cooperative effort of all of us in the home, the school, and the community to help children reach the highest type of living possible for each of them.

Wishing you every kind of success in your work this year and looking forward to being of service whenever you need me, I am,

Your Visiting Teacher
Lila Sinclair

FROM THE SCHOOL NURSE

The success of our Health Program depends upon the cooperation of the school personnel with the parents of the students.

As teachers, you must be keen observers, day by day, of your students for any physical defects or any signs of beginning illness. These should be reported to the principal's office. He, in turn, will call the school nurse, who will inspect the student, take him home if necessary, and advise the parent to secure the advice or aid of their family physician.

In case of any accident, notify the principal's office. He will call the school nurse who will render first aid, take the child home, to the doctor's office, or the hospital as the case requires.

There are a few things that you, as teachers, may do in regards to first aid before the arrival of the school nurse:

In the instance of a student's fainting, keep him lying down, saturate a piece of cotton with some Spirits of Ammonia and hold it near enough to the patient's nose for him to get a good inhalation of it. This usually brings him out of the faint.

When the student says he feels as if he may faint, let him lie down, if convenient, and if not, lower his head between his knees to stimulate better circulation of the blood to his head.

In case of ANY break in the skin, an antiseptic should be applied immediately. To take care of minor skin wounds, each teacher has a first aid kit in her room. This kit contains: Tincture of Methiolate, cotton-tipped applicators, sterile gauze bandage, and adhesive tape.

In case of nose bleed, have the student lie down with head slightly elevated, apply ice compresses to the nose, also in case of bruises or contusions, ice compresses should be applied.

Bleeding from an open wound may be controlled by pressure above or below the wound, above if an artery has been severed and below if it is a vein.

The case of an accident where there is any question of broken bones, keep the patient warm and do not move him unless necessary.

Any child coming to school with a skin rash must be inspected.

At the first of each school year, the teacher conducts a physical inspection of each student in her room. Any physical defect found is entered in her register and a slip with the defect or defects checked is sent to the parents. At this time, the school nurse will be glad to assist you with any student about whose defect you doubt.

Also, at the beginning of the school term, each teacher will receive a form called a Physical Defect Blank. This should be filled out properly at the time and changes entered on it from time to time during the school year. This form must be turned in to the principal's office NOT later than the last school day of each month. It will be returned to the teacher in a few days, so that she will have possession of the blank most of the time. At the end of the school year, the number of those same defects on the Physical Defect Blank should coincide with the number of those in your register.

During the year there will be clinics held for the correction of some of the physical defects. These clinics are only for those whose parents are unable to assume the entire financial responsibility of having the defect corrected. There is one exception: The Chest X-Ray Clinic. This clinic is for every one within

a specified age group, teachers, students, parents, all Hopewell residents.

The foregoing has been a brief summary of the methods of handling our school health problems. Let's do our part to make this a blue ribbon year for the health of our students.

.....Lelia Lamm

THE LIBRARY

The function of the library in the school is to provide pupils and teachers with extra material for enlarging and enriching the school's program.

In order that all may derive the greatest benefit it is necessary that teachers, pupils, and librarian work together with this goal in mind.

That I may be of the most service to all concerned, I am listing a few suggestions I feel will be useful.

1. Obligations of the librarian to the teachers:

1. To collect books and other material related to a unit of work. These may be sent to the classroom and kept as long as needed.
2. To assist pupils in locating reference material in the library.
3. To select books suitable for pupils who have reading difficulties.
4. To order books or other material requested by the teacher.
5. To notify teachers of any material that comes to the library which may be of interest to them.

2. Obligations of the librarian to the pupils:

1. Acquaint pupils with library regulations and practices.
2. Show pupils how to locate certain types of books in the library.
3. Encourage a wide range in pupils' recreational reading.
4. Give instruction in the care and protection of books.
5. Assist pupils in hunting for and selecting reference material.

3. Obligations of the teacher to the librarian:

1. Remind pupils the date books are due. This will do away with a great deal of confusion about fines, etc.
2. Collect fines on overdue books when notice is sent to room. List pupil's name and amount paid.
3. Notify the librarian several days in advance in making a request for books or material needed for a special activity or unit of work.
4. Books borrowed by the teacher for class or personal use when returned are to be stacked on a table with teacher's name

in top of the stack. This is a time-
saver for the librarian.

I shall be glad to help you at any time and am
looking forward to working with you.

Your Librarian

Lucy Sinclair

ASSEMBLY PROGRAMS

Each room will be in charge of at least one Assembly Program during the year. These programs are made possible to give children experience in putting on a public performance, and also for the enjoyment of the spectators.

A schedule of assembly assignments will be given to you at a later date.

Our school body will be divided into two groups: Primary Grades (1 - 3), and Upper Grades (4 - 7).

Every assembly should have a formal opening with the use of the Bible and pledge of allegiance to the Flag. This should be a daily routine in each classroom.

SPECIAL PROGRAMS

Three outstanding special programs:

CHRISTMAS PROGRAM

December 15 at 8:00 p.m. This program is to be produced by the Upper Grades.

EASTER PROGRAM

April 4 at 8:00 p.m. This program is to be made up from selections from the entire school.

END OF SCHOOL EXERCISE

June 6 at 8:00 p.m. This is a seventh grade enterprise.

FACULTY MEETINGS

Faculty meetings are an integral part of any school program. Absence from these meetings shall be only with permission from the principal. Regardless of whether you are present at meetings or not, you are responsible for information discussed and duties assigned.

Faculty meetings are scheduled for 2:45 p.m. on Tuesday afternoons in the cafeteria. School is dismissed at 2:30 on Tuesdays.

BOUNDARIES BETWEEN DUPONT AND PATRICK COPELAND
ELEMENTARY SCHOOLS

The following boundaries will be observed for all pupils in Grades 1 through 7:

All pupils in grades one through seven inclusive, living on South 12th Avenue and north of the Norfolk and Western Railroad as far as City Point Road, thence down City Point Road to and including 14th Avenue extended North to the Appomattox River and including all pupils living West of this boundary will attend the DuPont Elementary School.

All pupils in grades one through seven inclusive, living on North 12th Avenue and East of the Boundary Line as set out above for the DuPont School will attend the Patrick Copeland Elementary School.

SICK LEAVE PLAN

Adopted by City of Hopewell and Prince George County
School Boards

Effective September 1, 1948

1. Annual sick leave allowance
 - (a) 10 days leave without loss of pay shall be granted for the first school year (180 days).
 - (b) 5 days sick leave without loss of pay shall be granted for each subsequent school year (180 days).
 - (c) Sick leave shall be earned by a teacher at the rate of $1 \frac{1}{9}$ days for each month's service during the first year and at the rate of $\frac{5}{9}$ day for each month's service during each subsequent year.
2. Sick leave, if not used, may accumulate to a maximum of 30 days. The number of days of sick leave actually used by a teacher each year shall be deducted from her annual and/or accumulative sick leave allowance; the unused allowances of such leave, after such deductions have been made, shall be allowed to accumulate to a maximum of 30 days which may be used partially or entirely in cases of long illness.

3. Accumulated sick leave may be transferred within the State from one school board to another if the school board in the division to which the teacher transfers agrees to accept responsibility for the accumulated sick leave. When a teacher's employment is terminated for any cause and the said teacher is employed by any other school board in Virginia, upon request a certificate of all sick leave which has accumulated to the credit of the said teacher shall be furnished to the employing school board.
4. A teacher loses all accumulated sick leave when she permanently leaves the teaching profession. However, teachers who discontinue teaching temporarily for study or other purposes may be protected from loss of accumulated sick leave by appropriate school board resolution.
5. Sick leave shall be allowed for personal illness, quarantine or pregnancy (four months after inception thereof). Sick leave may not exceed 3 days for any one illness or death in the teacher's family. Family is defined by law as parent, husband, wife, brother, sister, or child; a relative other than the above is included if such relative lives in the household (home) of the teacher. Sick leave granted for illness or death in the teacher's

family shall also be charged against accumulated or accumulating sick leave.

Item 1-c has been classified to mean that the 10 days allowance is immediately available.

CITY OF HOPEWELL PUBLIC SCHOOLS

SALARY SCALE 1949 - 1950

To be effective September 1, 1949

<u>No. Years Experience</u>	<u>Normal Professional Certificate</u>	<u>3-Year Special Certificate</u>	<u>Collegiate Professional Certificate</u>	<u>Master's Degree</u>
0	\$1,700.00	\$1,750.00	\$1,900.00	\$2,000.00
1	1,800.00	1,850.00	2,000.00	2,100.00
2	1,900.00	1,950.00	2,100.00	2,200.00
3	2,000.00	2,050.00	2,200.00	2,300.00
4	2,100.00	2,150.00	2,300.00	2,400.00
5	2,200.00	2,250.00	2,400.00	2,500.00
6	2,300.00	2,350.00	2,500.00	2,600.00
7	2,350.00	2,400.00	2,600.00	2,700.00

SCHOOL CALENDAR

1949 - 1950

1949

Wednesday, September 7	Institute
Thursday, September 8	Workshop
Friday, September 9	Workshop
Monday, September 12	Schools open
Friday, November 4	VEA Conference
Thursday, November 24	Thanksgiving
Friday, November 25	Holidays
Tuesday, December 20	Schools close for Christmas Holidays

1950

Monday, January 2	Schools re-open
Friday, January 27	First semester ends
Monday, January 30	Second semester begins
Saturday, March 11	District D meeting
Friday, April 7	Good Friday Holiday
Monday, April 10	Easter Monday Holiday
Thursday, June 8	Clerical Day - Hopewell High School Graduation
Friday, June 9	Schools close

SUMMARY OF DAYS TAUGHTFirst semester1949

September	15 days
October	21 days
November	19 days
December	14 days

1950

January	20 days
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Total	89 days
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Second semester1950

January	2 days
February	20 days
March	23 days
April	18 days
May	23 days
June	6 days

Total	92 days
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CALENDAR OF DRIVES

PTA DUES DRIVE

Last two weeks in September

MAGAZINE DRIVE

First two weeks of October

HALLOWEENLast day of October
Halloween Carnival Party
Put on by teachers and
children of schoolCOMMUNITY CHEST

Last of October

JUNIOR RED CROSS

November

TE BANGLE SALE

December

MARCH OF DIMES

January

FIRE DRILLS

Alarm for fire will be a continuous ringing of bell.

Fire drills are merely a means of getting experience in what to do if and when a fire occurs. We will have fire drills once a week during the month of September and once a month for the remainder of the year.

In case of a fire or drill please observe the following:

1. Pull all windows down and close door when leaving
2. Go out of room quickly and quietly
3. Teacher to leave last to see if all are out
4. Do not talk during drill - either going out or coming in.

Means of exit by floors:

First floor

Children line up and go out single file

Children in Rooms 14 and 12 go out of windows to speed up exit from building.

Children in Rooms 15 and 16 go out rear door on Atlantic Street side

Children in Rooms 10 and 11 go out rear door on Jackson Street side

Second floor

Children in Rooms 25, 26, and 27 go out front door in double line and line up towards the sidewalk on Atlantic Street side

Children in Rooms 20, 21, and 22 go out front door in double line and line up in front of school towards Jackson Street

Third floor

Children in Rooms 34, 35, and 36 go out the rear entrance towards Atlantic Street

Children in Rooms 30, 31, 32, and 33 go out the rear entrance toward Jackson Street

If you are in Auditorium or Cafeteria when bell rings go:

If in Auditorium, the first half next to stage come out double door by stage in double file and out front door. Other half come out rear door of auditorium in double file and out front door.

If in Cafeteria, line up in double file and half nearest the lunch counter go out rear doors on Jackson Street side. The other group go out rear doors on Atlantic Street side.

BELL SCHEDULE

8:50	First Bell
9:00	School Begins
12:15	First Lunch Period Ends
12:45	Second Lunch Period Ends
1:15	Third Lunch Period Ends
3:15	School Dismissed

PHYSICAL EDUCATION SCHEDULE

1:15 - 1:55	First and Second Grades
2:00 - 2:40	Third Grades
10:15 - 10:55	Fourth and Fifth Grades
11:00 - 11:45	Sixth and Seventh Grades

This schedule of time is to prevent too many children from being on the playgrounds at any one time, and also to allow the same age and grade levels to be together. Please adhere to this schedule. It is all right to go in a few minutes early, but you should not remain after your scheduled time and hold up activities of another class.

This Physical Education Program is not a free play program as some wish to interpret it. It should be planned for as your other classes are. The teacher is an integral part of it and should be in the midst of her group - encouraging and counselling the children. This is not a time, ever, for teachers to congregate and to socialize.

LUNCH ROOM SCHEDULE

11:30 - 12:15 Rooms 10, 11, 12, 14, 15, 16
12:00 - 12:45 Rooms 20, 22, 25, 26, 27
12:30 - 1:15 Rooms 21, 30, 31, 32, 33, 34, 35, 36

Teachers in rooms involved in each period will meet and work out schedule of going to lunch room. The teacher going into lunch room first in each period is on duty outside for that week.

Children should remain in cafeteria for at least twenty minutes and will leave as a group rather than as individuals. If conditions get too crowded, we may have to resort to letting the children leave when they finish eating.

On rainy days, children will go to auditorium after lunch. The teacher on duty for the week will be on duty there. The administration will endeavor to furnish motion pictures for rainy days as far as humanly possible.

Menus will be planned by the month, typed, and copies distributed in rooms for posting. Teachers should discuss the lunch and lunchroom procedure regularly and stress the nutritive values of a hot lunch, especially milk and a complete plate lunch.

Eating in a lunch room is a life-like situation and should be accepted as such. This is a period where

children should relax and enjoy their meal. Children should be kept from being boistrous and rowdy but should be allowed and encouraged to talk with the person across from and beside him.

SCHEDULE

MISS ELEANOR POND, ELEMENTARY SUPERVISOR

The Elementary Supervisor will maintain the following schedule at DuPont:

Monday - All Day

Wednesday - All Day

Please schedule any assistance you wish from her on these days. We must not plan activities that will involve time allotted to other schools.

VISITING TEACHER'S SCHEDULE

The visiting teacher does not maintain any regular schedule due to the nature of her work. She will be at school each day, however, and is more than willing to assist you in any way possible.

If you wish her help, write V. T. on your morning report and she will be by to see you when she arrives at school. Please do not wait until situation has gone beyond your control before you call upon her for assistance.

SCHEDULE

MRS. GRAINGER, MUSIC DIRECTOR

The Music Director will maintain the following schedule at DuPont:

Tuesday - 9:00 - 12:00

Thursday - 9:00 - 12:00

Mrs. Grainger will have the responsibility of seeing that each group of children is capable of singing a certain number of songs. She should furnish each teacher with lists of these songs and assist her in seeing that the children are able to sing them from memory. We wish to have more group singing this year and in order that they be successful, the children must know certain favorite songs.

SCHEDULE

MR. LE GRANDE, BAND INSTRUCTOR

The Band Instructor will maintain the following schedule at DuPont:

Tuesdays - All Day

Wednesdays - All Morning

Thursdays - All Day

Band Instruction is of prime importance to us since we wish to form a good elementary band this year and give as many children as possible the opportunity to participate. Mr. LeGrande will endeavor to work out a rotating schedule for band practice so that children will not miss the same class all the time.

Unless children are doing satisfactory work in their classes, I do not believe that they will stick to the work required in band practice. Children will be given a probationary period of six weeks to see if they are definitely interested.

Children should be urged to buy their own instruments as this will give them the incentive to continue practicing and also build up our band.

SCHEDULE

MRS. LELIA LAMM, SCHOOL NURSE

The School Nurse will be here at the following
hours:

Monday - 9:00 - 10:30

Tuesday - 1:00 - 3:00

Wednesday - 1:00 - 2:00

Thursday - 10:30 - 12:00

Friday - 9:00 - 12:00

If you need to see Mrs. Lamm, write your name and
room number, or just your room number, on the nurse's sheet
in the office, and Mrs. Lamm will call by your room.

SCHEDULE

MISS LUCY SINCLAIR, LIBRARIAN

The Librarian will be at DuPont as follows:

Monday - All Day

Wednesday - All Day

Friday - Morning

All professional books and magazines will be in principal's office and may be checked out from secretary.

Teachers will see Miss Sinclair as soon as possible after school opens and select a group of books to be kept in the class room. At regular intervals, these books will be exchanged for books other teachers in the same grade have.

One set of Encyclopedias will be issued each grade from grades four through seven. Teachers will borrow these only from their own grade level.

REPORTING PUPIL PROGRESS

It is the responsibility of the teacher to keep parents of her pupils informed as to the progress they are making. Too often, the method we have used in the past - A, B, C, D, or S and U marks - has left the parent just as much in the dark as far as understanding what his child is accomplishing as he was before he received the report card.

We are interested in seeing the child develop as a whole - mentally, physically, emotionally and socially. We are just as interested in reporting pupil progress on these four levels. To do this calls for an approach different from the conventional report we have used in the past. An experimental use of a revised system of reporting to parents in grades one at DuPont and grades one and two at Patrick Copeland for the past two years indicates that the use of the scheduled conference and letter will not only improve reporting pupil progress to parents but will also improve the relationship between parent and teacher.

At the end of the school year 1948-49, the formal report card for the first three grades was discontinued and in its place the following is to be used:

1. At the end of the first six weeks period, a form letter will be sent to the parents of the children involved explaining the

reporting process. A committee of teachers from the three elementary schools, one from each school, will draft this letter.

2. There will be two scheduled conferences with each parent during the school term. The conference period is designated to give the teacher and the parent an opportunity to discuss the pupil's needs in mental, physical, emotional and social growth. The teacher's written statement of pupil's progress will be given the parent at the time of the conference. In case it is impossible for the parent to come to school for the conference, the teacher will arrange to call on the parent.

A copy of the statement of pupil progress given the parent will be placed in the folder of the permanent cumulative record.

During the school term 1949-50, the report cards used in grades 4, 5, 6, and 7 will be revised. A committee in each school will work on this and then work jointly with the others before the year is over.

PARENT - TEACHER ASSOCIATION

OFFICERS:

President - Mrs. Inez Baber
Vice-President - Mrs. Herbert Wilkerson
Secretary - Mrs. J. R. Kennedy
Treasurer - Mrs. David Taylor

The objectives of the parent-teacher association
are:

1. To promote the welfare of children and youth in home, school, and community
2. To raise the standards of home life
3. To secure adequate laws for the care and protection of children and youth
4. To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child
5. To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social and spiritual education

The PTA meets every third Tuesday of the month at 2:45. This is a meeting to which it is just as important

to be present and on time as it is to any of our faculty meetings. We must show to all parents that we are keenly interested in their children and in association with them.

One thing above all others - be natural and not condescending or overbearing. There are many in our PTA who are able to talk to any of us on equal basis on education procedures. Show your willingness to converse and remain after the meeting long enough to meet all of the parents of the children under your care.

In discussing a person's child, remember to be diplomatic and give the mother the opportunity to tell you about her child as well as your telling her what you know.

PUBLICITY FOR SCHOOL

The public is desirous of knowing what their neighborhood school is doing. Each of the newspapers in Hopewell is most cooperative in printing any news we give them. We cannot leave it to chance that something will appear in the paper concerning our school. Last year, we scheduled the responsibility for school news with success. We should do everything in our power to keep DuPont School and the work of its students in the eyes and good graces of the public.

The schedule on the following pages will include the names of three teachers each week. This does not mean that each of those three is solely responsible but that each is responsible for gathering any news on her floor and turning it in to the office. News should be checked and turned in to the office by Tuesday noon and it will appear in the paper Thursday of that week.

The date given on the schedule is the date news is due.

TEACHERS

<u>DATE</u>	<u>FIRST FLOOR</u>	<u>SECOND FLOOR</u>	<u>THIRD FLOOR</u>
September 20	Rogers	Rusmisell	Elliott
September 27	Nevils	Harrell	Ranson
October 4	Fisher	McAllister	Milliner
October 11	Annott	Darnell	Westerman
October 18	Merner	Staley	Valiska
October 25	Slattery	Mobley	Johnson
November 1	Rogers	Rusmisell	Burney
November 8	Nevils	Harrell	Elliott
November 15	Fisher	McAllister	Ranson
November 22	Annott	Darnell	Milliner
November 29	Merner	Staley	Westerman
December 6	Slattery	Mobley	Valiska
December 13	Rogers	Rusmisell	Johnson
December 20	Nevils	Harrell	Burney
January 10	Fisher	McAllister	Elliott
January 17	Annott	Darnell	Ranson
January 24	Merner	Staley	Milliner
January 31	Slattery	Mobley	Westerman
February 7	Rogers	Rusmisell	Valiska
February 14	Nevils	Harrell	Johnson
February 21	Fisher	McAllister	Burney
February 28	Annott	Darnell	Elliott

<u>DATE</u>	<u>FIRST FLOOR</u>	<u>SECOND FLOOR</u>	<u>THIRD FLOOR</u>
March 7	Merner	Staley	Ranson
March 14	Slattery	Mobley	Milliner
March 21	Rogers	Rusmisell	Westerman
March 28	Nevils	Harrell	Valiska
April 4	Fisher	McAllister	Johnson
April 11	Annott	Darnell	Burney
April 18	Merner	Staley	Elliott
April 25	Slattery	Mobley	Ranson
May 2	Rogers	Rusmisell	Milliner
May 9	Nevils	Harrell	Westerman
May 16	Fisher	McAllister	Valiska
May 23	Annott	Darnell	Johnson
May 30	Merner	Staley	Burney
June 6	Slattery	Mobley	Elliott

TEACHER ASSIGNMENT

<u>GRADE</u>	<u>TEACHER</u>	<u>ROOM</u>
1	Merner	16
1	Fisher	15
1	Rogers	10
2	Nevils	14
2	Amnott	12
2	Slattery	11
3	Rusmisell	22
3	McAllister	26
4	Staley	27
4	Darnell	20
4	Mobley	25
5	Elliott	34
5	Milliner	31
5	Harrell	21
6	Burney	32
6	Valiska	33
6	Johnson	30
7	Westerman	35
7	Ranson	36

BOOK NUMBERS

<u>GRADE</u>	<u>ROOM NO.</u>	<u>TEACHERS</u>	<u>NUMBERS</u>
1	10	Rogers	1 - 50
1	15	Fisher	51 - 100
1	16	Merner	101 - 150
2	11	Slattery	1 - 50
2	12	Annott	51 - 100
2	14	Nevils	101 - 150
3	22	Rusmisell	1 - 50
3	26	McAllister	51 - 100
4	27	Staley	1 - 50
4	25	Mobley	51 - 100
4	20	Darnell	101 - 150
5	34	Elliott	1 - 50
5	31	Milliner	51 - 100
5	21	Harrell	101 - 150
6	32	Burney	1 - 50
6	33	Valiska	51 - 100
6	30	Johnson	101 - 150
7	35	Westerman	1 - 50
7	36	Ranson	51 - 100

BEAUTIFICATION OF CAFETERIA

	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Merner		X	
Fisher			X
Rogers	X		
Nevils	X		
Annott		X	
Slattery			X
Rusmisell	X		
McAllister		X	
Staley	X		
Darnell		X	
Mobley			X
Elliott	X		
Milliner		X	
Harrell			X
Burney	X		
Valiska		X	
Johnson			X
Westerman	X		
Ranson			X

Please do all in your power to make our cafeteria a more beautiful and more enjoyable place in which to eat.

COMMUNICABLE DISEASES

<u>DISEASE</u>	<u>INCUB. PRD.</u>	<u>ISOLATION OF PATIENT</u>	<u>QUARANTINE</u>
Chicken Pox	14-21 days	Until skin is free from all primary crusts of eruption. (Usually about 10 days after eruption appears).	None
Diphtheria	2- 5 days	Until at least one negative culture from nose and throat is obtained. In no case, under 10 days unless two successive negative throat cultures have been obtained.	All children until termination of the case. All adults who handle food or work where children are present or may congregate.
Measles	8-14 days	For 7 days following appearance of rash.	All susceptible individuals for 14 days after their last exposure.
Mumps	12-16 days	Until disappearance of all symptoms. Seldom more than 12 days.	None
Scarlet Fever	3- 7 days	For 21 days following appearance of symptoms.	All children until termination of the case. All adults who handle food or work where children may be present or congregate.
Whooping Cough	7-16 days	For 3 weeks following appearance of first symptoms.	For 14 days for those not having had it.

DIRECTORY OF SCHOOL PERSONNEL

Mr. Charles N. Moore	Principal	
Mrs. Mary Agnes Merner	1st Grade	Room 16
Miss Ann Fisher	1st Grade	Room 15
Mrs. Virginia Rogers	1st Grade	Room 10
Mrs. Elma Nevils	2nd Grade	Room 14
Mrs. Julia Amnott	2nd Grade	Room 12
Mrs. Viola Slattery	2nd Grade	Room 11
Mrs. Eleanor Rusmisell	3rd Grade	Room 22
Miss Betty McAllister	3rd Grade	Room 26
Mrs. Linda Staley	4th Grade	Room 27
Miss Jane Mobley	4th Grade	Room 25
Miss Elma Darnell	4th Grade	Room 20
Mrs. Elizabeth Elliott	5th Grade	Room 34
Miss Susan Milliner	5th Grade	Room 31
Mrs. Margaret Youngblood	5th Grade	Room 21
Miss Emily Valiska	6th Grade	Room 33
Miss Eveline Johnson	6th Grade	Room 30
Miss Sue Burney	6th Grade	Room 32
Miss Rosemary Westerman	7th Grade	Room 35
Miss Louise Ranson	7th Grade	Room 36
Mrs. Gladys Genner	Secretary	Office
Miss Eleanor Pond	Supervisor	
Miss Lila Sinclair	Visiting Teacher	

Miss Lucy Sinclair

Librarian

Mrs. Lelia Lamm

School Nurse

Mrs. Elizabeth Grainger

Music Supervisor

Mr. Wyatt LeGrande

Band Director

Mrs. Louise Kirby

Cafeteria Manager

DUPONT ELEMENTARY SCHOOL

List of substitute teachers

Name	Phone
Mrs. Graybeal	3044
Mrs. Yonce	2083
Mrs. Tench	2394
Mrs. Weaver	2289
Mrs. Mason	2649
Mrs. Thomas	2184
Mrs. Woehr	2108
Mrs. Belk	3115

COMMITTEES

YEAR'S WORK

1. Sick Fund Committee

Miss Susan Milliner, Miss Elma Darnell, Mrs.
Viola Slattery

2. Drives Committee

Miss Ann Fisher, Miss Eveline Johnson, Miss
Della Jane Mobley, Mrs. Julia Amnott, Miss
Rosemary Westerman

3. Hall Committee

Mrs. Linda Staley, Miss Betty McAllister, Miss
Sue Burney

4. School Cleanliness Committee

Mrs. Eleanor Rusmisell, Miss Emily Valiska, Mrs.
Elma Nevils

5. Refreshment Committee

Mrs. Elizabeth Elliott, Mrs. Virginia Rogers, Miss
Margaret Harrell, Miss Louise Ranson, Mrs. Mary
Agnes Merner

COMMITTEES

IMMEDIATE NEEDS

1. Committee for Letter for first six weeks (Grades 1 - 3)
Mrs. Mary Agnes Merner, Mrs. Julia Amnott, Mrs.
Eleanor Rusmisell
2. Committee on Unification of Permanent Records
Mrs. Virginia Rogers, Miss Rosemary Westerman,
Miss Susan Milliner
3. Committee on Revision of Report Cards (Grades 4 - 7)
Mrs. Linda Staley, Mrs. Elizabeth Elliott, Miss
Emily Valiska, Miss Louise Ranson
4. Committee on Pre-School Booklet for Hopewell
Elementary Schools
Mrs. Mary Agnes Merner, Miss Ann Fisher, Mrs.
Virginia Rogers